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"The Need of Agricultural Education," by Secretary Jardine, page 34

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

The Chicago Situation

SOME of our friends express surprise that we have taken no vigorous part in the criticism of Chicago's educational situation since April 15.

Our attitude has always been that the public schools are the public's schools, and that the business of the friends of better school conditions is to educate the public.

When there has been a fair chance to educate the public on a specific issue and an adequate opportunity for the public to express its opinion on that issue we have never felt that it was good for us to criticise the public's verdict.

When the issue was squarely made in Chicago we were certain that it was "to be a war to end war." Apparently it was to be the first opportunity in a large city in which the public would demonstrate faith in administration that produced educational results. The city administration, the daily press, the leading civic, fraternal and social clubs appeared to be committed to approval of an administration that appeared to demonstrate exceptional results.

We are not inclined to dwell upon the various complexes, political, social, professional, which were merged in the April election. It is entirely clear that the public was not sufficiently educated to give support to an administration which seems to have demonstrated as good educational results as have been demonstrated in any large city.

Clifton Succeeds Riegel

VERNON M. RIEGEL has resigned as State Commissioner of Education of Ohio, and John L. Clifton succeeds him. Mr. Riegel is to accept a business position which appeals to him professionally. Mr. Clifton is professor of education of Ohio State University. He has been connected with Ohio State University for several years. He was at one time assistant state commissioner, and was editor of the Ohio Educational Monthly before it was taken over

by the State Association. Professor Clifton is to have a salary of $6,500. The commissionership has had its responsibilities much increased.

President W. W. Campbell of the University of California and Edward J. Tobin, county superintendent of Cook County, Illinois, have each had salary increases of three thousand dollars. Tobin and Campbell are both in good company.

President Crane of Wyoming

PRESIDENT ARTHUR G. CRANE has declined the offer of the presidency of the University of Nebraska because he considers himself in honor bound to fill out his contract with the State University of Wyoming. This is in keeping with his code of ethics. Few men have paralleled the career of Dr. Arthur G. Crane. At Minot, North Dakota, at Edinboro, Pennsylvania, and at Laramie he has had phenomenal success in presidencies where success had not been traditional. In Laramie his success has been phenomenal. There has been nothing more complete in the country.

Chula Vista, suburb of San Diego, is perhaps the first billboardless city in the United States.

Educational Leaders in Religion

DR. W. O. THOMPSON, who created a great university out of an ordinary state university, and became president emeritus of Ohio State University, is the very eminent leader of the Presbyterian Church of the United States.

He was not only president of national organization of the church as it assembled in San Francisco, May 23-31, but he was the safe and sane guide and counselor of the church leaders in the most hectic series of meetings ever held. His annual presidential sermon was the keynote of the great convention. The closing paragraph is a masterpiece.

"Sin has wrecked the relationship between neighbor and neighbor, has produced in the individual heart 'enmity against God,' has introduced the reign of selfishness in the individual, and thus at every point brought chaos in the moral order. Such a situation demands more than a superficial remedy.

"Never before in the history of the world has the message of the gospel been so available. The circulation of the Scriptures is so widespread and in so many languages, that the physical problem of reaching the great majority of the world with the message of Christ could be solved in our day and generation if men were disposed to make the kingdom of God the supreme issue and the word of reconciliation the great message. It seems idle to argue that the gospel of reconciliation is the supreme call of the hour. If the energy used in many other church activities could be concentrated upon the teaching and preaching of the message of reconciliation, the contact with our generation would be speedily made."

Dr. Thompson was a noble leader in education for a quarter of a century, and he is as virile a leader in religious activity as he was in education.

Dr. E. C. Elliott is president of Purdue University, La Fayette, Indiana, and is as noble a civic and educational leader as ever, and everyone regrets that he was unfortunately misrepresented because of a telegraphic announcement that Dr. Lewis had accepted the "presidency of Lafayette College." The presidency accepted was of Lafayette College of Easton, Pennsylvania, and not the university at La Fayette, Indiana.

What Is Your Professional I. Q.?

[Answers are on page 47.]

121. What seven university presidents were elected in April, May and June, 1927?
122. In what state did one of the most eminent United States soldiers once teach school?
123. Who is "Minimum-Essential" Thompson?
124. What great French statesman was once a Connecticut schoolmaster?
125. What eminent statesman, secretary of war, secretary of state, and United States senator was a teacher in a girls' seminary?
126. What governor has made the most heroic successful personal and political stand for public schools the past year?
127. In what academy did Charles Evans Hughes teach Greek?
128. What health adviser to millions through the daily newspapers is also co-author of a progressive series of health books?
129. Who rendered the dairy industry the greatest service of any one American?
130. What eminent statesman imported swine and what variety?

Parent-Teacher Achievement

By A. E. WINSHIP

IF THERE is any human organization of the century that is heaven-born it is the Parent-Teacher Association, whose mission is achievement in solving problems of babyhood, childhood, and youth in the greatest crisis in human affairs that America has known.

Conventions have been our major since boyhood, and none has had quite the thrill of the annual meeting of the National Parent-Teacher Association at Oakland followed by the annual meeting of the State Association in Los Angeles.

The National Parent-Teacher Association has eight times as many dues-paying members as there are in the National Education Association! Think of a state association spending a million dollars a year in special work with babies, children and youth!

Think of an association with a million and a quarter members whose sole thought is of achievement, with a vision that is not visionary.

We listened for hours in the two annual meetings to reports of what is being achieved in thirty different ways by way of benefiting babies now born and babies to be born, of babyhood and childhood in pre-school years, in the kindergarten, in primary grades, in elementary grades, with adolescent youth, with high school young people, with a vivid portrayal of plans to have colleges function in the Parent-Teacher Association. We have never dreamed of any such achievement, and hoped-for achievement, in all the years of our association with promoters of education and religion.

There was no word spoken in these reports to which any well-wisher of humanity could object. Here are sample sentences: "Don't pester teachers," "Don't knock the schools," "Don't bore attendants upon local meetings," "Always budget your program so that no subject can monopolize a meeting, so that no self-conscious speaker can over-run his time."

Only one speaker, a man, strayed away from specific constructive achievement for human betterment through childhood. We have not been in any convention for many months where someone did not think the young people are going to the demnition bow-wows.

We can think of no phase of home life, street life, school life or church life that some leader did not sound the hopeful keynote of confidence that young people will make their way to do the best things in the best way.

The editor of the California magazine of the Parent-Teacher Association closed her report with a request for suggestions. Immediately complaints about the mailing of the magazine and other non-essentials were voiced. Soon a woman with a clear head and a good voice told how much help she got from the magazine, and of the ways in which it helped her, and the vast audience cheered to the echo. There was not a solitary wail after that.

It was reported that a Foundation would finance a child clinic and research department at the California State University, but that they had not provided the equipment therefor. Immediately the Association voted to do everything needed by the Foundation. No one asked how much it would cost, nor whether there was money in the treasury. An association that spends a million dollars a year for the benefit of boys and girls had no thought of wasting the precious time of earnest men and women with captious questions from the floor. The entire meeting was highly refreshing.

The problems of the feeding and clothing of babies, school children, society maidens were dealt with. We heard more sane and significant suggestions about what is being done in some homes, in some churches, in some communities than we have ever heard in any convention before. There was not a whimper about what is not being done.

When one woman urged a special line of close chaperoning, a younger woman said: "I was chaperoned to death," and the audience cheered most appreciatively. Every time that a speaker got on a wrong track the audience got back on the right track delightfully.

We shall never cease to be grateful for the opportunity to sit through these sessions of a convention that achieved more than any other two conventions we have been privileged to enjoy.

"Teach that which gives intelligence and skill; but forget not soul culture, for out of this comes the more abundant life, bringing forth the fruits of the spirit. Teach art and music and literature, reveal beauty and truth, inculcate social and civil ideals."

—Randall J. Condon, Superintendent, Cincinnati.

Belding's Page

INACCURACY IS COSTLY

MANY persons must have been amused at the recent news item about a tailor who tried vainly to win the assistance of a New York magistrate in collecting his bill for a suit of clothes. The principal fault of the suit was that it buttoned the wrong way—buttons on the left side, button holes on the right, or exactly the opposite of the way men's clothing is usually made. Custom tailors should know the customs.

The incident illustrates what happens in the world outside the school when the individual does his work incorrectly. No marks of ninety or of B are given in the big university out there for what a classroom teacher would ordinarily call a slight mistake. Scant credit is given in the business world for the part of a performance that is right when a part remains that is not right.

Here is a fact that needs to be impressed much more strongly upou the minds of boys and girls. Something is radically wrong in a system of instruction which permits innumerable tasks to go uncompleted. If the pupil does not obtain the right answer, in any exact science, some way should be found to keep him at the job until he scores 100 per cent. and knows how to do it again in a similar instance.

The very idea of a passing grade, which allows a pupil to slump along on a lower plane than that of complete accuracy, is an educational error, and an invitation to mental laziness. Let the brighter student do more work, in order to keep him busy. But let the less brilliant student, in the work he does, attain an equal degree of accuracy.

This goal may be impossible for some subjects and some pupils. But it is one which ought to be kept in mind and reached more often than it is.

BIG BENEFACTIONS

THE educational world has heard what John D. Rockefeller, Jr., said at Brown University regarding the end of big gifts to colleges and universities. He thinks the day of lavish endowments is about over.

If this be true, it is ending with a flourish. One university alone announced over $6,000,000 in gifts this commencement.

We doubt if Mr. Rockefeller expresses the views of many multi-millionaires besides himself. As the national wealth increases, more rich men will need an outlet for their surplus means. Education is sure to get its share, because of the prevailing belief that schools and colleges know how to make good use of large donations.

One thing that the younger Mr. Rockefeller pointed out needs to receive more consideration than has yet been given to it. A great many parents who send boys and girls to college are amply able to pay the full cost of tuition instead of the portion of the cost, one-half or less, which is now demanded of them. By enforcing such charges, the colleges could increase their revenues substantially. Then more of their endowment could be devoted to research. This would relieve some of the professors from the irksome duty of teaching, and some of their students from the even more irksome necessity of listening to them.

INVITE VISITS.

PARENTS should be encouraged to visit schools. Of course, they are a nuisance, in most instances. But never mind that. One good chat with the teacher, one good view of how things are done, and how Johnny or Mabel looks from the teacher's platform during the class period, is worth more to that parent and the community and the teacher and Johnny or Mabel than the moments lost to the class because of interruption caused by the visitor.

Johnny and Mabel, you know, are entirely human little specimens, and what they tell about their school is only one side of the story. Either it is the side they want their grown-ups to see or else it is the side they themselves see. Anyhow it is only one half, or less than that, of the whole truth. By all means get the parents to drop around and see with their own eyes what is going on. Nothing so surely promotes understanding of the schools as this. Every parent who becomes acquainted with the facts at first hand is likely to become a defender and advertiser of the schools.

Research is important. Without it there would be no reliable fund of knowledge. But the research worker might well be excused from teaching. A fondness for delving into facts is no sign whatever of fitness to impart knowledge or to awaken mental interest. Let the teacher wait upon his teaching—and the researcher upon his researching.

Anson W. Belding

Associate Editor.

An Ideal Teacher

By GEORGE F. MOODY

Salem, Massachusetts

FIRST, what do we mean by an ideal teacher? Webster says "ideal" means "supremely excellent" and "teacher" is "one who guides." With this in mind let us see what are the factors which make one a supremely excellent guide.

We may, in general, divide these requirements into three general headings. First, academic background; second, professional training, and third, personality, or as I prefer to call it, personal equipment.

I am not going to say much about the first two, but place emphasis upon the latter. In passing, however, we will notice in brief what academic and professional training means.

It is doubtful if one can be very successful without a broad background of subject matter. In order to make a subject meaningful and interesting a teacher must have a vast amount of material at her command. In order to organize and present this knowledge one must have professional training. Both of these are now being given in our Normal Schools and Teacher Colleges.

But, what of the third? This is the most important of all. No matter what your background or training, you cannot succeed unless your personality commands at least an interest on the part of your audience. What is this thing we call personality? Of what factors does it consist? I believe that the first great factor is sympathy. By this I mean that understanding which a teacher has for the pupil; that non-explainable bond that makes a teacher feel for and with a pupil in his problems, a teacher who is able to live again as a child and understand childish emotions.

I would place as second, a sense of humor; one who appreciates the joys and sorrows of life; one who can rejoice with the child as he lives his life; one who can appreciate and laugh with the class at the humorous mistakes that we all make as we do our work.

Third, a keen sense of justice, a teacher who can see the past and future along with the present; one who understands the weakness as well as the strength of human nature; one who does not jump at conclusions but arrives at a solution after careful thinking of the problem through to the end.

Fourth, sincerity in one's work with the pupils and teachers with whom she works. One who performs his chosen work for the very love of it, and for what he can do for his fellow beings.

Fifth, enthusiasm, that factor which illuminates one's very being and which makes others get the very spirit of the work; that factor which shows the amount of energy and appreciation we have for our work.

Sixth, initiative, that element which determines to a large extent our success or failure; that factor which sets us off by ourselves as one who can do things on our own responsibility.

Seventh, tact, being able to make quick decisions at critical moments and yet keeping everyone satisfied and happy.

And finally, eighth, health, that great physical factor which sets off all the other factors of which we have spoken.

Teachers should think carefully of these things, for what greater reward can a teacher have than have it said of her: "She understood me when in trouble; she rejoiced with me in my childish joys; she always played the game fair; she could be trusted with my secrets; she could suggest ways out of my difficulties; she could say the right thing at the right time; she was my ideal of what a teacher should be."

The Moulders

BY JOHN T. McGEE

Jamaica Plain, Mass.

A plastic piece of precious Human Clay
Given to me to mould. God guide me well.
One forward stride in time's eternal way,
An heir to all a million years can tell.

The pattern? Countless years have formed the scheme
To which each age will add its separate thought,
The worth of Shakespeare, Newton's priceless dream,
And freedom with the blood of nations bought.

And Caesar, there, mid all his vast array
Bidding the world to stand in awe of Rome
Adds but a line the trend of life to sway,
Nor less does Aikin in his humble home.

And now to me this precious mould is given
To add my mark, God grant I do it well,
And then to rest till time and space are riven
And He, Himself, His glorious plan will tell.

Does the College Complete the Job?

By GILBERT I. GARRETSON
Professor of Journalism, Oklahoma City University

PROVINCIALISM, especially in colleges and universities, drawing the bulk of its students from the immediate state or section, is one of the growing problems of this age of almost universal college education. Too many college seniors have, at the most, traveled only in their native or a neighboring state, with no conception of conditions in other sections or first-hand information concerning the problems of other peoples. The result is a narrow, dogmatic attitude, blind loyalty to alma mater and home institutions perhaps, but hardly an attitude making really capable men and women.

Travel is the universal remedy for provincialism. It has world-wide and age-old recognition as the ideal finishing touch of well-rounded education, yet how many colleges have recognized official responsibility in supplying this feature of the student's education? Few, if any, have made any systematic attempt to broaden his horizon by travel. What is the result? Without encouragement or inspiration, unfamiliar with time tables, foreign customs and foreign language, confused with passports, and, above all, lacking necessary funds the climax is neglected, and too often the college graduate becomes as provincial as his less fortunate brother who had no advantage of college training.

To eliminate this provincial attitude on the part of major students of the department of journalism of Oklahoma City University, the department sponsored its first expedition into other states, and on the first trip to a foreign land. Graduating students were urged, others were permitted to make the trip. The party consisted of twenty-one students of journalism, two interpreters, students of the department of modern language, faculty director, and President and Mrs. Eugene M. Antrim.

The expedition was not a pleasure jaunt. School discipline was maintained. A special Pullman chartered for the entire trip made possible the carrying of four typewriters, and the publication of a newspaper. The ten-page mimeographed daily with direct telegraphic connections with the campus at Oklahoma City, and the regular service of the United Press, substituted for regular class and laboratory work. Lectures by publishers of national reputation took the place of class preparation, while inspection and close investigation of working methods of plants visited co-ordinated nicely with classroom theory.

Latin hospitality south of the Rio Grande was on parade. From the first reception at Saltillo with the mayor, brass band, and 300 cheering people until the squad of soldiers sent as special guard delivered the party on American soil, the expedition was one of real value. It was the breaking down of prejudices of race, religion and customs. It was the tearing away of the veil of provincialism and the broadening of the horizon of Oklahoma's future newspaper leaders.

There were seven banquets, and between each a visit to Mexican schools and colleges. The intermingling of the students of two nations was a great factor in mutual understanding, while the study of the educational methods of a so-called "backward" people was a revelation in itself.

A phase of Mexican hospitality was a reception following the welcome at the Saltillo Station, in which the visitors were received by Coahuila's social leaders including sixty beautiful Mexican "senoritas," of whom only two could speak English. This gave both groups an insight into the social customs of another nationality. The visit to America's largest brewery was material for the student of sociology. Dinner, with civic and political leaders as hosts, enabled the visitors to appreciate the Mexican attitude toward the United States, while interviews with M. Felix Trevino, governor of Coahuila, and former chief of Obregon's staff, gave the students an entirely different and more appreciative attitude toward Mexico and her problems. The Jingo attitude which provincial America is likely to maintain disappeared and every member of the expedition realized that there are other nations with rights and privileges besides our own.

From a professional standpoint the afternoon spent in the office of the El Porvinor, Monterey's only and Northern Mexico's largest daily, was an awakening to those who had been duly impressed with the importance of America's leadership in the world's fourth estate.

It was a changed group, a group with a broadened horizon, with provincial barriers weakened, if not eliminated, that crossed the Rio Grande the evening of April 23 for the final events of the trip, which included entertainment by Texas Chambers of Commerce and a lengthy automobile tour of the lower Rio Grande on a paved highway winding between orchards of orange and grapefruit.

The trip was an experiment. It was short, lasting only ten days, but every minute was a revelation to the students. It was taken at a minimum of expense, an average of $75.00 each including fare, lodging, meals, and all necessary expenses, and with the cost of about $100.00 to the university, the cost of tolls and paper for the publication of the daily newspaper. The expedition was such a success that plans are already being made for a larger and more comprehensive trip next year accommodating a larger number of students from the upper classes.

The expedition was worth many times the cost to those who accompanied the party. Had it been taken by an individual or group of people lacking the official sanction and dignity of the university the cost would have been doubled, trebled, or quadrupled, and what is of greater importance would have been the closing of the channels of information opened gladly to students seeking only truth and information.

Group trips are growing in favor because of their convenience and the great saving of time and money. Conducted tours to Europe enable teachers and others to catch a glimpse of foreign lands, but too often these are taken at a time when ideas and habits are formed. Expeditions sponsored by a university under the supervision of a capable faculty member can save the student from forty to fifty per cent. of cost of making the trip alone, and at the same time add no burden to the university budget.

Since provincialism is a recognized evil—and a growing one, since it is within the range of a university to cure this evil by expeditions, at least into other sections of our own country, why is it not the duty of the modern higher educational institutions to supply this finishing touch to well-rounded education while the student is still in the plastic and impressionable age?

Educational Activities in the United States

ONE of the notable educational meetings of the year was the Pan Pacific Conference on Education, Rehabilitation, Reclamation and Recreation, at Honolulu, April 11-16, for which conference John J. Tigert prepared the first adequate statement of the activities of the Federal Bureau of Education, the Federal Board for Vocational Education, and of the educational work of the Bureau of Indian Affairs.

In this nation on July 1, 1924, 27,559,835 or more were enrolled in some kind of organized schools taught by 906,642 teachers. Nearly $2,400,000,000 was spent for all types of education, and the value of school property including endowments amounted to more than $6,509,000,000.

In 1924, 263,280 public school buildings were in use, including those for one-room schools. There were about 22,500 public and 2,500 private high-school buildings. Some 325 public and seventy-five private teacher-training institutions were maintained. Of the 913 colleges and universities, 144 were under public control.

Children of school age, that is, five to seventeen years, inclusive, were reported to a total number of 29,345,911. Counting the total enrollment in public and private kindergarten, elementary and secondary levels of instruction, 26,113,162 were recorded as pupils in some school. Of these, 564,363 were in public and 54,456 in private kindergartens. The average daily attendance at the public schools in 1924 was 19,132,451, or 78.8 per cent. of the enrollment. The average number of days attended by all pupils was 132.5.

Of the estimated total of expenditures for education, not including commercial and correspondence schools, more than three-fourths, or $1,820,743,936, was for public elementary (including kindergarten) and high schools, and about 5.5 per cent. or approximately $131,000,000 for private schools of similar grade. About 15 per cent. was expended by the colleges, universities, and professional schools, and 2 per cent by the teacher-training institutions.

Of the school property, estimated at $6,509,198,013, including endowments, the public elementary and secondary schools may be credited with about 57.5 per cent.; the private elementary and secondary schools with 10.7 per cent.; colleges, universities, and professional schools, about 28.8 per cent.; the teacher-training institutions with 2.3 per cent.; and the other schools named in the table , 0.7 per cent.

This report of Dr. Tigert in connection with the Pan Pacific meeting is by far the most valuable statement ever made of the educational situation in the United States. Dr. Tigert has created a highly efficient organization, has secured adequate office rooms and equipment, and has demonstrated high administrative skill in official research, in the preparation of reports and in classifying essential information in which there is universal interest.

The Need of Agricultural Education

By W. M. JARDINE

Secretary of Agriculture

NO OTHER country has established a system of education of quite the type represented by our land grant colleges. They represent an outstanding achievement in adapting education to public needs. They have enlarged the whole concept of the educational process and have correlated effectively its various parts. The division of their work into research, resident teaching, and extension constitutes a common-sense adaptation of sound educational theory to the demands of every-day life.

The land grant colleges have enlarged remarkably the subject matter presented in institutions of higher learning. They have emphasized the application of the natural sciences to the every-day work of the world in agriculture, engineering, home economics, and other fields. They have now begun a pioneer work in the application of the social sciences—economics, sociology, history—to the same fields.

The actual benefits that may be obtained through the application of science to the economic activities of the nation are illustrated by such discoveries as the Babcock test for determining the butterfat content of milk; the respiration calorimeter, which measures the energy-producing value of foods in the human body; the various testing methods for road and building materials; the preparation of vaccines and serums for human and animal diseases; and the working up of cottonseed into useful commercial products. Fifty years ago, when the industrial utilization of cottonseed was in its infancy, the disposition of the refuse seed which accumulated about the cotton gins was a serious problem. In some cases the seed was thrown into streams, but the pollution of the river water which was caused by this practice led to the passage of laws, still in existence, attaching a penalty to this wasteful method of disposal. In other cases the seed was allowed to decay in large piles, which, because of the objectionable odors, became a nuisance. Chemists were, however, busily engaged in studying the potential wealth contained in this wasted material with the result that today the utilization of cottonseed for the production of fertilizers, cattle feeds, oil, soap, and other products is the second largest manufacturing industry of the South. The seed which was formerly wasted is now converted into products which are worth millions of dollars. But the end has not been reached, and the efforts of chemists are now being directed towards the study of methods for converting cottonseed meal into a valuable food for man. In many of the discoveries the experiment stations of the United States have had a conspicuous part.

No less progress has been made by the colleges in reaching the people of the states through extension work. Not only are graduates and former students of these institutions found in positions of high responsibility throughout the world, but they are almost invariably interested, broadly and practically, in the betterment of their communities. They have developed the qualities of leadership. Last year in the co-operative extension work conducted by the states and the United States Department of Agriculture 1,318,771 demonstrations were conducted. These bring actual results in the betterment of farm homes and other practices. Surveys made after this work had been conducted for ten years indicated that approximately 75 per cent. of the farms visited had made some changes for the better as a result. The land grant colleges are in close and vital touch with the people of their states. While they show the importance of science in a modern world, they bear witness to the dignity of every-day labor.

Agriculture is the basis of our national economy. The vast majority of our manufactures depend on the farm for their raw products. Engineering is basic to modern industry. Mines, manufactures, highways, railroads, and other means of transportation, all business methods rest on engineering principles.

Education is never as thoroughly understood or appreciated as it ought to be. The substantial progress made has been due mainly to the efforts of sincere, devoted, self-sacrificing individuals.

The South is today contributing to an enormous extent to the development of the economic life of the United States. The South is paying increased attention to seed selection, to crop rotation, to the development of forage resources, and to better practices in connection with cotton. In Arkansas all livestock except mules and chickens diminished in number from 1910 to 1925. The number of hogs decreased almost fifty per cent. There is a bright side to some of the decreases in livestock. For example, although dairy cattle diminished from 342,000 to 271,000, the milk produced increased from 98,000,000 to 99,000,000 gallons. This means better animals, better care.

There has been a heavy increase in cotton acreage and a considerable decrease in corn acreage. There has been a decrease in the number of fruit trees but an increase in yield. It is evident that progress is being made in the more efficient handling of various crops and animals.

In interesting ourselves in greater efficiency in agricultural production we must not lose sight of the importance of adequate marketing of agricultural products. Although agriculture has shown substantial improvement, it is not yet where it ought to be, on a par with other vital industries. The farmer is not yet on the economic basis which his labor, his skill, and his services to society justify. This is due in large measure to the fact that agriculture is using a marketing system inadequate to its needs. The spread in price between what the farmer receives and what the consumer pays is too great. Farm products are not fed on to the market in a stream consistent with the demand for them. For this situation co-operative marketing through farmers' own organizations seems manifestly the best remedy. The various problems involved in co-operative marketing demand further investigation and study.

Agriculture is basic, though there should grow up alongside it strong industrial development. The South has experienced in recent years a wonderful industrial awakening. Many cotton mills have been established. In the citrus fruit belt the manufacture of jellies, marmalades, and similar products is being developed. The problem is largely one of engineering. Careful studies should be made of conditions in the various sections with a view to establishing such manufactures as are adapted to the raw products produced there. Transportation facilities should be studied. Everything possible should be done with a view to bringing in industries which will be profitable to their owners and beneficial to their communities and to the state as a whole. The establishment of industries where their raw products originate means saving in freight charges, the growth of a population which will consume the general products of agriculture, and the all-round development of the region.

In considering the contributions which agricultural and industrial development may render to the material welfare of the state and its people we must not overlook the final aims of material well-being—personal culture, satisfying home life, enlightened economic and civic practices.

There is of itself a certain broadening effect in bringing together in a large educational institution faculty members and students whose special interests are in a wide variety of subjects. There is distinct value in the mingling together of young people who will be engaged in the various vocations of life—young people, some of whom will live in the country, some in the cities.

One of the great needs of a nation as complex as ours is a better understanding by each group of the population of the problems, the needs, and the aspirations of every other group. We want not a stratified nation, not a nation of suspicious classes and divisions, but a nation of men and women seeking the common welfare, and to that end the welfare of every individual and every group. In the stimulation of a spirit of mutual understanding, co-operation, and good-will the universities will take a significant part. In them are found the knowledge, the vision, and the unselfishness which form the essential basis of any program for a true and unified American culture.

The House by the Sida the Road

BY HARRY T. FEE

I hava my heada the biga idea,
So I thinka I tella Carlotta.
But Carlotta, she looka so mad an' saya,
You gotta idea, well whata?
You seea Carlotta, this vera big thing
In my heada I hava this plan,
I builda the house by the sida the road,
A' bea the friend of man.

Carlotta she vera much mada, and say
To mea, you bigga fool frog.
You builda the house, but you sella the gas,
The cold drinka, ice creama, hot dog.
You builda the house, I help you a builda
Fo maka—what you calla the pelf?
You builda the house by the sida the road,
But you bea the friend to youself.

So I builda the house by the sida the road,
Carlotta she help me to a run.
I pumpa the gas, she sella the dog,
We maka the mucha the mun.
The automobile, he come alla day long,
He buya the stuff on my shelf.
He say, "You a friend to a man by the road?"
I say "No—I friend to myself."

—Stockton Record.

Personal and Professional

ERNEST D. BLOOM, superintendent, Twin Falls, Idaho, and of the summer faculty of the State University of Idaho, southern branch, is elected superintendent of Kemmerer, Wyoming. Mr. Bloom is one of the outstanding men in Idaho. His presidency of the State Association will long be remembered as a high spot in the convention life of Idaho.

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L. B. McMULLAN of the State University of Kentucky is elected to the principalship of the new State Teachers College, Billings, Montana. Dr. McMullan has been dean of education, Greeley, Colorado, and president of the State Teachers College, Flagstaff, Arizona. He has been on the faculty at Lexington, Kentucky, until this election in Montana.

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C. L. McLANE, who retired as president of the California State Teachers College at Fresno on June 30, has had a long and eminently successful term of service, and the city and state have taken occasion to manifest their appreciation in several public ways.

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DR. CHARLES A. McMURRY, professor of education, the George Peabody College for Teachers, Nashville, has entered upon his second half century of teaching. He has been at the forefront among crusaders for many years. He is of an eminent family in education. His brother, Dr. Frank M. McMurry, is resigning as professor in Teachers College, Columbia University, where he has been one of the outstanding leaders of that university for more than a quarter of a century, and undoubtedly the most successful university textbook writer of the last quarter of a century. A sister has occupied a high place in American educational service. No other family has been as conspicuous in progressive education as have the McMurrys. He has recently presented his "Philosophy of Education" in an address at the College, which he continues to serve.

"The school, in the main teaching processes, has not swung over into the channels of large organization now current in the world of commerce and business. In this matter of dealing with big things the school and life have parted company. They are not traveling the same road. The world outside is dealing with big enterprises, the school with little things.

"The business of the school," he explained, "is to adjust the children to their environment; that is, to the world as it presents itself, the twentieth century world. The colleges, like the lower schools, are still tied to the corpse of a dead past. School and life have been drawing closer together and we have now reached the point where the gap between the two can be closed, and that vital connection established which will throw into the work of the school the full energy of a life principle. But it means a shaking up in the present curriculum of all the schools. It is mainly a question of intelligent organization.

"It would be far better in our schools to teach a few big topics adequately and elaborately rather than to cultivate always a scatterbrained habit of learning and thinking. This whole method of treating school subjects is not only careless and superficial; it is positively disintegrating. It fosters shallow and broken habits of thought. It loads the mind with details and miscellaneous data and sets up the vain hope that sometime, somewhere, some good fairy will come along and unravel the confusion and the mystery."

—

G. N. CHILD, superintendent, Salt Lake City, is one of the broad-gauge men in the profession. He realizes that public education is more than teaching children how to read, how to write, and how to cipher. Anything that can be done by teachers to salvage men and women for the betterment of humanity in the city or state, that he accepts as the business of public education.

When the Federal Government through the Bureau of Education, John J. Tigert, U. S. Commissioner of Education, urged constructive dynamic education in the State Prison to salvage the unfortunate and danger element there which had slight education that was marketable, Superintendent Child was the first to contribute the expert service of a junior high school principal with four assistants. These were reinforced by other devoted teachers, and education in the Utah prisons is one of the best demonstrations of its class in the country.

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SIDNEY E. MEZES, president of City College of New York, has resigned in order to husband his physical resources, and Dr. Frederick B. Robinson of Brooklyn, an alumnus of the college, succeeds Dr. Mezes.

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HUGH G. FAUST, superintendent, Shawnee, Oklahoma, whose city drew the award of all cities in the state under the survey of the best community conditions, two years ago, has been re-elected for three years at a salary of $5,100. Personally as well as professionally he has high rank throughout the state.

Making a Citizen of the Farm Child

By MRS. ARCHIE BEVERLEY

THE adults of America have not performed their full duty as citizens until they have placed within the reach of every farm child, a well-organized, well-administered, and a well-taught modern high school adapted to its country-life setting. A nation-wide effort should be made to remove the state of mind that withholds from farm children in America their birthright—equality of educational opportunity. It is not necessary for any community, however isolated, however hard pressed for funds, to be without a good school. You are cited to Whitmell Farm Life School, as an illustration of a series of continuous triumphs over terrific odds, and achievements of the apparently impossible. This has been possible because the people have learned team work.

The school represents an open country consolidation, located in Pittsylvania County, Virginia, fifteen miles from Danville, its nearest city. The children are brought to school in busses owned by the farmers for ten miles around. At present four hundred pupils are enrolled; sixteen teachers employed. There are departments of music, home economics and agriculture. Ten years ago there was absolutely no sentiment for a high school in that community, and there was no accredited high school in the county. This school became the "trail blazer" for the county.

From the beginning an effort was made to develop a type of rural education that would be cultural as well as practical. It is the desire of the community that the pupils shall appreciate the best literature and art, as well as know how to make a living. The school strives to prepare its pupils to fit in with 1926 standards of living and become desirable members of society. The modern high school must include education for citizenship, and it becomes the duty of the school to organize as a democratic community of persons.

The school feels that it has a large responsibility for getting the young citizen started right in his civic growth, and its citizenship program has been based on the entire public school life of the child, followed up by a record of his experiences after meeting the real issues of life. At twenty-one years of age the youth of our land are expected to bud out as citizens ready for every responsibility that may come to them, yet no preparation is given them in school for practicing these principles.

Whitmell Farm Life School has developed a definite citizenship program that permeates the lesson plans in every grade of this school.

CITIZENSHIP CREED.

This is the first step, and is the heart of the program. As soon as school opens in the fall teachers and pupils set to work upon the development of the creed. It is considered at assembly, where the qualities that make a good citizen are discussed by the pupils. The secretary makes a careful record of the ideas expressed. Finally a committee of high school pupils incorporate these suggestions into a citizenship creed, which becomes the principles of conduct of the school. The program is built upon two basic principles:—

1. A good citizen is ready to give up the privilege of any individual right that interferes with the good of the whole.

2. An individual has the right to exercise freedom in so far as it does not interfere with the community's good. The surest test of a right school spirit is that each pupil should speak spontaneously of "our school" and should have a feeling of personal ownership in the place and pride in its well-being.

CITIZENSHIP SCORE CARD

It is now a recognized fact that it is the school's responsibility to know that pupils are acquiring the right intellectual skills. Is it not equally the responsibility of the school to know that the child is attaining reasonably correct standards of moral conduct?

A distinctive part of the school citizenship work is the score card which is developed in every grade. The children in a round table conference with the teacher score themselves individually each week, and the final score for the grade is reported in assembly to the Student Council. The score card is built upon the idea that a good citizen is strong physically, mentally, and morally. Citizenship, therefore, so interpreted, extends to every activity of the school and every kind of classroom work. The score card which the children use to work out their citizenship rating varies slightly in the different grades, according to the age of the children. A large citizenship chart is kept on the walls in the grammar school, and weekly the rating of each pupil is posted. The average for the grade is reported to the Student Council, thereby encouraging group rivalry.

MAYOR'S COURT

If the student feels himself a responsible agent in the conduct and success of the school, he rises to meet it with a new sense of the dignity of his personality. High School pupils are older, and they are ready to assume some

participation in school government. Freshman, sophomore, junior and senior classes each have a representative on the "Student Council." The Council members are urged to take back to their respective groups the decisions of the Council, and to ask for recommendations that they wish made to that body.

The Mayor's Court meets weekly to try any misdemeanors. This court is composed of the four members of the council—clerk of the court and mayor elected monthly from junior or senior class, whose record shows a general average of eight-five or better. Each class has its faculty adviser. It is the duty of that adviser to hold a meeting with her group the day before court is held, and have each pupil score himself, using the citizenship score card for high school.

CHRISTIAN CITIZENSHIP

The last principle of the citizenship creed states that, "A good citizen is Christlike." He takes as his example the perfect Citizen, Christ Jesus, and walks in His steps. An active organization of the school is the Christian Workers' band. Weekly meetings are held during recess and daily devotional exercises are conducted in each grade under the auspices of this band.

GUIDANCE COUNCIL

The school has not completed its responsibility in making efficient citizens until the pupils have been assisted in finding their life work. This school is vitally concerned with every child within its boundaries. It is a function of the school to go out into the highways and hedges and bring them into school. Guidance is concerned not only with influencing the graduates to go to higher institutions of learning, although 88 per cent. of the alumni have done this, but it is concerned with the little tots that enter the first grade. There may be physical defects and the school desires to see them have a better start in life.

A guidance program can more completely function when it includes co-operation with community agencies. Responsibility is not on the school alone, but it is a community responsibility. Nor does it end here; it is likewise a joint responsibility of city and country. If we are to accept as the big job of the school, the making of efficient citizens, then there must be a closer articulation of Whitmell community activities with those of our nearest city, Danville. With that idea in mind the problem of guidance was presented to Whitmell Community League and two civic clubs of Danville, representative men and women organizations. It was suggested that a Guidance Council be formed with representatives from the three clubs and the county superintendent of schools. This has proved to be an interested and interesting group. "Find Yourself Week" is annually observed in April. A great deal of work is done preparatory to observance of the week. A questionnaire is given the pupils to find the vocations that appeal strongest to them; letters are sent to the parents inviting them to visit the school during "Find Yourself Week," and the local papers give a great deal of publicity to the movement. The chairman of the Guidance Council, a Danville man, took over the responsibility of sending to us daily during that week, the strongest representative he could find in the city for the particular vocation to be presented on that day. The addresses were given at the same hour each morning, and luncheon was served to the guests in the school dining room. A girl was appointed hostess of the day who was especially interested in the vocation presented. This gave her an opportunity of a personal conference with the speaker. Each speaker was asked in presenting his profession to discuss the qualities needed for that particular profession, cost in time and money, and opportunities of service.

WHITMELL ALUMNI ASSOCIATION

Shall we insist that the pupil go on to college without assisting him in case of financial embarrassment? This Alumni Association has raised a small Loan Fund to be used by deserving graduates who could not go to college without assistance. The school keeps in close touch with Virginia state institutions, as well as other states, and these institutions have been most kind in lending assistance to our graduates. The school has many illustrations of its graduates making good at higher institutions of learning. The pupil accounting system of the school includes a record of all graduates for six years after leaving us. This is helpful not only to the graduate, but is an indication as to whether the school is fulfilling its function in preparing the pupil to meet the issues of life.

WHITMELL SCHOOL PAPER

Salesmanship is necessary in the educational as well as the business world. We should first be sure we have something worthy of duplication, and then pass it on to others. This can be done through public entertainments and through the channels of the school paper.

At the close of session 1920-21 senior English class produced a play, "It Isn't Always Money." The play involved ideals of citizenship, the climax being a trial scene. A part of the preparation included a visit to court in Danville.

"The Making of a Citizen" was an original pageant presented at the close of school in 1922. This pageant effectively drove home the

fact that the co-operation of home, school and church was necessary to make the perfect citizen.

It is easy to forget the opportunities at our door, and stretch out for the impossible. In order to focus the attention of the people on the opportunities of Whitmell community, an original pageant, entitled "Country Life," was presented on the playground, May 27, 1924. The cast of characters included: Queen Country Life, Chief Counselor; queen's attendants, Home, School, Church, Citizenship, the Seasons, Spring, Summer, Autumn, Winter. There was the processional, after which the Queen of Country Life was crowned by her counselor. Each of the attendants—Home, School, Church—pledged allegiance to Country Life. The various departments of Whitmell School showed how their work contributed to a richer life in the country. The counselor summed up the idea that with the help of these three institutions Country Life will be satisfying and profitable, and he pledges the loyalty of all to the queen. The May Pole dances came last, as a summing up of expressions of joy in having Country Life as queen. She accepts the loyalty and allegiance of her subjects, and expressed interest in the future of what could be accomplished in Whitmell community with the help of these institutions.

The school portrayed at commencement the past year the history of Pittsylvania County in pageants. The past, present and future were shown, with a graphic presentation of its present resources, possibilities of development through co-operation of city and country. The climax came in presentation of "The Next Step in County Development" by a distinguished son of Pittsylvania. The D. A. R. Chapters of the county and city of Danville prepared an honor roll of the men and women now living who have made a distinctive contribution to the state in the fields of agriculture, law, medicine, business, teaching, invention, journalism. These distinguished sons and daughters were given a special invitation to be present on "Pittsylvania Day."

The school paper, Whitmell Citizen, goes free into the home of every patron. It serves as a medium between school and home, and enables the patronage to become acquainted with school ideals. It furnishes a splendid opportunity for lessons in citizenship. All of the pageants are published in this paper. If a patron does not see the presentation, he at least has an opportunity of reading what the school is doing. It has proven an excellent means of driving home an ideal. This session the last issue of the school paper will take the form of a magazine, and one section will be given to the County Pageant.

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In order to develop a citizenship program the community should be organized behind the school. The latter has a responsibility in the economic and social betterment of the community.

Two Country Life conferences have been held in the past five years that have demonstrated the possibilities in co-operation. One was held under the auspices of U. S. Bureau of Education, and five thousand people were brought together the first day. It lasted for three days. Guests were entertained in the homes of the community. A large transportation committee of farmers met the trains and carried the guests back and forth. Danville financed the conference.

Two years ago another three-day conference was held. Governor E. Lee Trinkle was the guest of honor on "School Day"; Senator Carter Glass on "Farmers' Day," and Bishop Du Bose, of San Francisco, on "Church Day."

When community consciousness is aroused and the people have successfully put over a big project, they feel equal to any undertaking.

Not until the consolidated school under the leadership of the principal can organize community activities so that the people have a sympathetic interest in the school's program, can we hope that the children of today will be prepared for their places as world citizens.

EDUCATION IN ACTION

Small College Policy Favored

Professor Arthur Stanley Pease, newly elected president of Amherst, said that Amherst and her graduates, from what he had learned, believe that that institution will best retain its individuality by retaining the character of the small college. An outstanding advantage of this, he declared, is the intimate contact smaller numbers promote between the faculty and the students. To do this, he said, it is necessary to keep the number of students attending such an institution relatively small. As for Amherst, he said: "There will be no letting down of the bars of entrance examinations." At the same time Professor Pease said he hopes to develop the college within so that students will have an increasing opportunity for personal instruction from members of the faculty.

Australian School Curricula Need Changes

Dr. David Snedden, professor of vocational education at Columbia University, in speaking before a group of teachers in Melbourne, Australia, urged them to keep the general and vocational systems separate, and not to begin the latter until the former is completed. He recommended a thorough overhauling of the school curricula so that less importance shall be attached, according to circumstances, to such "traditional" subjects as algebra, Latin and ancient history, and more attention given to such subjects as general science and contemporary literature. In this way, he contended, the teaching which a scholar received will be of the most benefit to him, and he will not be overburdened with material which he may never use.

Teacher's Rewards Not Paid in Money

"If today college professors could be paid salaries of $25,000 to $50,000 a year instead of $5,000 to $10,000," declares Dr. Henry S. Pritchett, president of the Carnegie Foundation for the Advancement of Teaching, "it would not result in filling the colleges and universities with supermen in teaching and research. The leadership of men of highest ability has a wider play in business. The rise in the cost of living, the widespread tendency to luxury, and the examples of extraordinary and often immoderate salaries paid in business have caused some teachers to feel that the pay of the teacher was deliberately set by social practice upon a scale that was neither generous nor just. These inequalities always exist. The rewards of the average teacher are paid not in money, but in the intellectual satisfaction of teaching and research, the fellowship of cultivated colleagues, and the companionship of young minds and young hearts. The great majority of teachers never get beyond the stage where they and their families must be content with a modest, and oftentimes a precarious, living."

Sculpture Taught Blind Students

At the Master Institute of United Arts in New York City there is a permanent exhibition of sculpture which is the work, exclusively, of a class of blind pupils. According to the directors of the school and of the teachers, their accomplishment is largely due to the fact that the pupils were impressed with the idea that the same high artistic standards were expected from them as if they were not handicapped. Blind students are taken "to see" with their fingers the works of sculpture in the Roerich Museum, which is a part of the institute. Classes in music, journalism and poetry have been established for some time and are proving successful. "We expect the psychology and inner life of the blind to be revealed more clearly when they are encouraged to express themselves in the liberal arts," declared one of the directors.

American Teachers Keen and Efficient

A New Zealand school superintendent, William Edward Hird of Taihape, is in this country making a detailed study of American school systems. "I am much impressed," he said, "with the splendid school buildings in America, and with their thoroughly up-to-date equipment. Another excellent thing is the smallness of the classes, which gives the teacher a chance to pay more attention to individual cases. The American public school teachers seem on the whole to be very keen and efficient." Mr. Hird expressed himself as delighted with the manifest results of music instruction in the American schools. The schools of New Zealand, Mr. Hird said, are trying to keep in close touch with everyday life. In the cities stress is laid on vocational training, and in all the schools agricultural courses are featured.

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BY BERTHA B. AND ERNEST COBB

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

Frowns on Junior High School Plan

The Brookline, Mass., school committee voted recently against adoption of a junior high school system, as favored by the superintendent of Brookline schools, Oscar C. Gallagher, when it supported a motion that a junior high school system was not feasible for Brookline. The question of the adoption of the system came up for the first time a year ago, and at that time the school committee referred the matter to the committee on textbooks and courses of study to investigate. That committee reported back last fall and favored the theory of a junior high school. No definite action was taken until June of this year, when the proposition was turned down by the school committee.

Higher Education Not a Reform System

In a survey of higher education in this country Dr. Arthur J. Klein of the Bureau of Education discovered that higher education in America is no longer undertaking to reform college youths or those who need it. The trend now is to ascertain whether the youth is good before letting him inside the college. Applications for admission are now being scored according to good habits, industry, manners, respect for law, perseverance and financial condition at many institutions. The colleges are climbing aboard the platform that it is up to the home to furnish them a good student and are throwing aside the idea that it is altogether up to them to make him good.

$75 Teacher Has Only One Pupil

The highest paid teacher in Nebraska, in proportion to the size of her school, is Miss Marie McLeod, of O'Neill. She received $75 a month for instructing Lester Shoemaker, eight years old. She declares she has no trouble with discipline, but fears her pupil "gets awfully bored without the companionship of other children." When a story of Miss McLeod's school, accompanied by her picture, was published in a nearby city, she received thirteen proposals of marriage. Among the unseen suitors were salesmen, farmers, high school lads, fellow teachers and one retired capitalist.

Girls Learn to Tinker the Car

Popular with girls and boys alike is the automobile course at the Central High School in Washington. A great deal of enthusiasm is shown, especially by the girls. Most of them wear gloves to protect their hands from dirt and oil, but some prefer to tackle their work barehanded. Five cars are used to gain real experience. The course is one in mechanics practically applied to the automobile and not in learning to drive a car. "I didn't know what a carburetor was and I couldn't spell ignition when I started in here," a girl said between turns of her screwdriver and clamps of the pincers. "I've learned what the things are anyhow, and now if I can get them back where they belong, well, my family will have more respect for me."

How Land-Grant Colleges Were Started

Shortly after the outbreak of the Civil War, in 1862, Congress authorized the establishment of land-grant colleges by the enactment of a law giving to each state public land equal to 30,000 acres for each Senator and Representative it was then sending to Congress. This land was to be gradually sold off by each state—the funds to be invested in securities, the income to be used for the payment of salaries and for facilities for an educational institute of agriculture and mechanical arts within each state. Altogether, the United States donated 11,300,000 acres of land. Not all of this land has been disposed of, but a fund amounting to $25,000,000 has been accumulated from the lands sold, the income of which is

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used for college maintenance. In 1890 Congress passed a law giving to each state $25,000 a year for the support of its land-grant college. Later this amount was increased to $50,000. By 1930 the Federal Government will be contributing $110,000 annually to each land-grant college, or a total of $6,490,000 to all of them.

Canada Teaching Danes English

With the object of giving late arrivals from Denmark a thorough training in the English language and in the teachings of the Canadian Constitution a building has been purchased and fitted up for this purpose in Calgary, Alberta. It is hoped that this project will aid in thoroughly fitting the Danish newcomers for the best results in their various vocations and the highest type of Canadian citizenship.

Suggestions on How to Study

"One of the first essentials of effective home study is to have suitable external conditions," declares Frank P. Morse, supervisor of secondary education, Massachusetts department of education. "The pupil cannot be expected to study in a room where others are talking or singing or playing musical instruments. The radio is not a suitable accompaniment to study. The room where successful studying is done must be quiet, properly heated and ventilated and so situated that there will be as few interruptions as possible. It is also well to have a definite place and a definite time for home study, say from 7 to 9 in the evening."

Unique School Conducted by Rangers

A school for boys whose schoolroom is a combination of living room, laboratory and library, whose study hall is a shady spot anywhere out under the trees, whose plan of education includes a practical demonstration of the brotherhood of man whether "man" is Japanese, Eskimo or Hindu, and whose curriculum correlates academic study with daily living—such is said to be Lolomi Lodge, the big, homelike school near Los Angeles for lads of the Western Rangers, carried on by Harry C. James, founder and chief of the Rangers. Through his friend the chief priest of the Japanese Buddhist Church in Los Angeles, Mr. James brought a Japanese boy to attend the school. The American boys discovered that the Japanese boy was quite like themselves. The American boy delighted in showing the Japanese boy about games, sports, classroom work and the like, and the Japanese boy absorbed it all, including the slang.

TREND OF THE TIMES

STYLE SPONSORS in Turkey, many of them women, have come out with a proposal that a uniform style of dress shall be devised and made compulsory upon all Mahometan women; something "neat but not gaudy," and, above all, inexpensive. It is complained that when left to their own taste many women design elaborate and expensive costumes too costly for themselves and for their neighbors, who would like to dress the same way. This prospect has stirred up the passionate resistance of fashionable women to the highest pitch, and threatens the government with endless trouble.

OUTSTANDING INSURANCE issued by the fifty-two legal reserve life insurance companies in this country now amounts to more than $80,000,000,000. During the last five years outstanding insurance has increased $32,000,000,000. The public debt of the United States is about $19,000,000,000, approximately one-fifth of the outstanding life insurance. Outstanding insurance is equal to about one-fifth of our total national wealth, estimated at close to $400,000,000,000.

CHAIN STORES will be operated with complete automatic service, doing away with salespeople and requiring only supervisors, according to predictions made by a vice-president of a New York chain store concern. Such a development will make possible their location in every neighborhood district as well as the establishment of their own factories from which shipments of merchandise covering special requirements will be made to various units by airplanes.

GASOLINE TAX has now been adopted by forty-six states and the District of Columbia. Illinois and New Jersey are the two new states in the gasoline tax procession. Massachusetts and New York are the only states without such a tax. Three states have a five cent tax, six collect a four-cent tax, twelve receive three cents on each gallon.

LABOR UNIONS of Australia recently scored an important victory by securing an award from the Federal Arbitration Court which reduced the working week in the engineering trade from forty-eight to forty-four hours. It is understood that the forty-four-hour week is destined to apply to all industries throughout the country. It is believed that this further reduction in working hours will prove so costly as to compel the unions to assume responsibility for increased output. It was calculated that the change would eventually involve 500,000 workers and cost the community annually at least $50,000,000. Some place the figure at $100,000,000.

LAST YEAR Brazil was the largest world market for American automobiles, outranking Australia, Argentina and Canada. Eighty per cent. of the tractor needs of France are supplied by manufacturers in the United States.

AMERICAN POPULATION will be reduced by about half a million this summer when that number of tourists will make the annual invasion of Europe—and they will return home minus $500,000,000. Such is the opinion of a London tourist expert, who bases his figures on last year's invasion when 419,000 Americans spent $419,200,000, approximately $1,000 per person.

COMPOSITE PICTURE of the average urban American home today reveals an up-to-date establishment, occupied by a small family, which likes its home and stays there, says the Literary Digest after a two-year study of 11,232 homes. Although about two-thirds of the families owned automobiles they were for the most part stay-at-homes, regarding motoring as a form of out-of-door recreation rather than a mode of travel. Almost half said they made only seasonal pleasure trips, while forty per cent. more made practically no pleasure trips.

AMERICAN PAPERS are doing a billion-dollar business this year for the first time in their history. According to W. P. Beazell, assistant managing editor of The World, New York, the income from sales this year will increase to $260,000,000, and advertising, despite the check it has suffered this spring, will bring in about $750,000,000. The gross should rise well over a billion dollars. The estimated gross for 1926 was $990,000,000.

TRAFFIC PROBLEM in London can be solved, according to a resident there who would abolish the sidewalks in cities and along the highroads and add this space to the streets and roads. He bases his idea on the theory that within ten years there will be no pedestrians in England.

The BOOK TABLE

EXPERIMENTS IN WRITING. A High School Textbook in Composition for the Junior and Senior Years. By Luella B. Cook, Central High School, Minneapolis. Cloth. 504 pages. New York and Chicago: Harcourt, Brace and Company.

Rarely does the dedication of a textbook have as much significance as does this dedication by Luella B. Cook "To the Adventurous Minded." It tells the whole story of the heroic purpose of this book. We read the dedication and examined this book with unusual interest because our friend of many years, Richard T. Hargreaves, now principal of the State Normal School, Cheney, Washington, when principal of the Central High School, Minneapolis, had me witness and hear a remarkable demonstration of the results of Miss Cook's teaching of composition writing, and we have never known any demonstration quite so convincing of skill in teaching as was this. It proved to our satisfaction that she is highly "adventurous-minded."

She aims to supply for high-school composition classes a more extended project than the daily assignment and to allow individual students opportunity to *break the lockstep of the daily recitation*. She seeks to build in the mind of the student a practical conception of the natural means at his disposal for improving his oral and written expression. Because of the arrangement and organization, she permits of the freest sort of individual teaching without disrupting classroom management. Necessary as correct form is, *it is not the approach to good writing*. There is something else to be taught besides the elimination of errors.

Every student can have something to say with voice or pen, something in which he is so keenly interested that he would like to have hearers or readers give appreciative attention. When a student realizes that there are always some listeners and readers who will not be interested in what he says or writes unless he speaks or writes correctly he will want to know how to gain interest through correct expression.

Miss Cook strikes a new and rich pedagogical "lead" when she has students seek correct usage because of its effect upon those whose approval is important instead of the mere approval of the teacher who cares only for avoidance of errors.

"Experiments in Writing" is the one title that applies to this book, for it is a notable demonstration of a successful demonstration of a skilful teacher's experiment in teaching students to write correctly in order to make their message most effective.

TESTS AND MEASUREMENTS IN HIGH SCHOOL INSTRUCTION. By G. M. Ruch, Ph.D., University of California, and George D. Stoddard, Ph.D., University of Iowa. Cloth. 220 pages. Measurement and Adjustment Series, edited by Lewis M. Terman. Yonkers-on-Hudson: World Book Company.

"Tests and Measurements" are of universal interest and, as usual, one publisher is recognized as the chief source of supply, and the World Book Company with Lewis M. Terman as educational umpire on the worthwhileness of manuscripts seems to have the home run record. Nothing immature in thought or careless in treatment can get by Dr. Terman or the publishers' editors. Any book in the "Measurement and Adjustment Series" is sure to be reliable in every detail; beyond that the teacher must decide as to his personal needs.

This book is distinctly for those interested in high schools, and as such should be carefully mastered by all who are interested in high schools. The authors frankly admit there are limitations of usefulness and they make it clear what are the uses and what the limitations. If any one fails to use high school tests and measurements wisely it will be his own fault hereafter, for it is entirely easy to know the speed limit. An automobilist who is liable to ignore the warning of the speed record can have his machine so adjusted that when the machine strikes a thirty-five or twenty-five clip it can go no faster. That is what the Ruch and Stoddard "Tests and Measurements in High School Instruction" does for the teacher, the curriculum maker and the supervisor.

The major part of the book—177 pages—is devoted to tests and measurements of high school subjects. Since there are modern methods of teaching high school subjects to which subject tests may not always apply there are "Informal Objective Examnation Methods" for use when specially needed. The authors also present in a very simple and interesting way the fundamental principles underlying the construction of educational and mental tests. The sequence of steps in the production of typical tests is developed in some detail. The important steps in the construction of tests and scales are covered: validation, breaking the test items into equivalent forms, derivation of norms, determination of reliability, and perfecting the administration of the test. The treatment of the subject is direct, intelligible, and helpful.

THE NEW RATIONAL TYPEWRITING. Nineteen Twenty-seven Edition. Also The New Rational Typewriting Intensive Course. Both by Rupert P. Sorelle. Each cloth, 8 by 11 inches. New York, Chicago, Boston, San Francisco, London: The Gregg Publishing Company.

The Rational Typewriting System received highest award at the Panama-Pacific International Exposition, but the Gregg System has never depended upon any past achievement but has been the advance guard, or as they say in military formation has been the sergeant to run to the new rallying point for the new line-up.

This edition of the "New Rational Typewriting" is an entirely new departure in teaching typing—new in thought, in treatment, in presentation. The first Rational was a radical departure from previous methods but its leadership even today is proof that its basic idea of the index fingers first is fundamentally correct. That principle naturally has been retained in the new book, but it has been strengthened by a more scientific application of the principle in the improved X-ray learning charts, and in the finger development exercises.

"The New Rational" is based on the idea that the main object sought in the study of any subject is the development of power, in the development of mechanical skill as a typist, development of the technical education of the student as an effective business worker, development of initiative, self-reliance, and real typing power.

The new materials and a new organization very greatly enhance the value of the text. The lists of words of high frequency, which form a part of the skill development work, have been selected from the recent investigations of Harvard University (Harvard Studies in Education, Volume IV). The book has also been greatly enriched by increasing the number of illustrations and by the organization of the beginning lessons to include definite touch drills. Explicit instructions release the teacher for individual work among the group and, at the same time, reduce the amount of correction work.

The Intensive Course is designed especially for schools in which an intensive course is desired. It also is based on the keyboard technique of the original Rational, but the materials and the organization are adapted to the business school conditions.

A LABORATORY MANUAL FOR GENERAL BOTANY. Parts I and II. By David Potter, Clark University, Worcester, Mass. Milwaukee, Wisconsin: The Bruce Publishing Company.

Part One, "A Laboratory Manual for General Botany," is an attractive approach to the elaborate scientific study of botany. It is beautifully illustrated and presents the significant botanical information most skilfully.

Part Two of the "Laboratory Manual for General Botany" is brilliantly designed with fifty-nine plates, 8 by 10 inches. Nothing approaching this aid was dreamed of even a few years ago. The country boys and girls can have botanical information presented more artistically and inspiringly than any special student of botany ever had it under Asa Gray in his day.

There are twenty illustrations of ferns and mosses, eight illustrations of liverwort. With equal devotion various other groups of plants are magnified. Everything has high significance in the plant world. There are six illustrations of the castor oil plant, five of the common garden bean. Several illustrations comparing the onion, elodea and squash. The eight illustrations of what takes place in cell changes are illuminating. There are twelve elaborate illustrations of the characteristics of the pine with comparisons with seven illustrations of the structure of oak wood.

There are hundreds of elaborate illuminating illustrations for the scientific study of representative plants. It is utterly impossible to give any adequate idea of the value of "The Laboratory Manual for General Botany." It must be seen in order to get any suggestion of its educational significance.

TOWARDS THE OPEN. A Preface to Scientific Humanism. By Henry Chester Tracy. With an Introduction by Julian Huxley. Cloth. 257 pages. New York: E. P. Dutton and Company.

The real spirit of the book may be seen in the dedication: "To Intelligence in England and the United States." Julian Huxley calls it a "provocative and charming book." He says Mr. Tracy is a biologist, also an artist, a biologist for whom biology is but a foundation . . . does not seek to account for everything."

"Towards the Open" is certainly fascinating reading, for he says nothing as any one else has said it. "William James escaped the *intellectual cram of Boston*, and is significant, if only for that. . . . With cosmopolitan freedom Henry James became a victim to the art of words. The individual is a parenthesis imbedded in an undecipherable text."

Mr. Tracy says everything in a way you cannot forget. For instance, "You cannot make real education compulsory, for the same reason that you cannot compel corn to grow. A certain amount of compulsory training is certainly desirable for every one; but let us not call it 'education.'"

One's vocabulary is broadened when he reads an author with whom *"dysgenesic"* is as natural as "eugenics."

Here is a characteristic characterization of American schools: "Thus the vicious chain which caught the youngster in his sixth year keeps on dragging him through rollers and wheels, never releasing him nor remitting its tension and pounding till it turns him loose, *a cipher* with a college degree. . . . To be frank, he has, by a process ironically termed education, been drugged, beaten upon the head and robbed of his birthright."

Mr. Tracy is really inclined to be fair, for he says that "There was among groups and families religiously inclined, a *heavenly discipline* that somewhat retarded the influence of humanistic activities of the clan. It may have dampened the same individualism in many cases. . . . However, this same *heavenly discipline* reacted favorably on the eugenic character of certain families, as in the line of Jonathan Edwards in America."

Suffice it to say that we have immensely enjoyed "Towards the Open."

THE GOVERNMENT AND LABOR. By Albert R. Ellingwood, Ph.D., Lake Forest College, and Whitney Coombs, Ph.D., Allegheny College. Foreword by John R. Commons, University of Wisconsin. Cloth. 639 pages (6 by 9 inches). Chicago and New York: A. W. Shaw Company.

College teaching is a more serious matter than it was even a decade ago. There is no escape from responsibility for being wise and discreet in speaking of many subjects of which we need not speak a few years ago. Labor problems are now of supreme importance and as delicate as they are important. Capital and labor are keenly alive to the possible mistakes of a teacher.

There is one sure thing. It is never safe for a teacher to express an opinion on any vexed problem of labor, but it is safe to quote law if one can be sure of the law. No teacher should venture a statement without being entirely sure of what the law is on any vexed question in law.

We know of no book for a teacher or for a class that has as abundant legal information on questions that are liable to arise between labor and capital as "The Government and Labor."

It is "Case Treatment" of every subject, which is the safest way to deal with a real labor problem. The basal problem is always that of governmental regulation of labor problems. Even teachers who are not responsible for teaching civics that involve labor problems should know much about the famous legal decisions on the subject, all of which are in this book.

With the advance of the sciences in our colleges and universities has come a realization, steadily spreading over other academic departments, that the process of learning is aided by the use of the inductive methods of the laboratory. The student's grasp of a subject is made more certain, his critical sense is better developed, and his capacity for reflective and constructive thinking is increased, if his acquaintance with a subject is not limited to secondary, predigested material. The generalizations of text writers who are authorities in their fields, their criticisms, and their proposals mean more to students who have formed a first-hand acquaintance with the sources upon which those conclusions are based.

That the field is one of growing importance is evidenced by the larger attention given to it in newspapers and other periodical literature, by the amount of time consumed in legislative assemblies in considering bills relating to labor, by the many cases involving labor that come before the courts, and by the increase in the number of academic courses dealing with the relations between the government and labor. Hitherto, students of the subject have been compelled to rely largely upon secondary material because of the bulk and relative inaccessibility of the sources.

Books Received

"Junior French." By Louis J. A. Mercier.—"Classical Myths that Live Today." By Frances E. Sabin. New York: Silver, Burdett and Company.

"Public School Finance." By Arthur B. Moehlman.—"Public School Relations." By Arthur B. Moehlman. Chicago: Rand, McNally Company.

"The Unity of Life." By H. R. Royston.—"Modern Plane Geometry." By John R. Clark and Arthur S. Otis. Yonkers-on-the-Hudson, New York: World Book Company.

"Instructional Units in Woodfinishing." By R. A. McGee and Arthur G. Brown. Milwaukee, Wis.: The Bruce Publishing Company.

"Epochs of World Progress." By J. Lynch Barnard and Agnew O. Roorbach. New York: Henry Holt and Company.

"Plane Geometry." By D. Meade Bernard. Richmond, Virginia: Johnson Publishing Company.

"The Constitution Explained." By Harry Atwood. New York: Harcourt, Brace and Company.

"Intermediate French." By Charles Holzwarth and William R. Price. New York: D. C. Heath and Company.

"Storm of the Old Frontier." By Marshall R. Hall. Philadelphia: Henry Altemus Company.

"The Sunday School Movement and the American Sunday School Union." By Edwin Wilbur Rice. Philadelphia: The Union Press.

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Colored Minister—"Uncle Henry, why don't you come to church?"

Uncle Henry—"I don't need to come to church, Parson."

Minister—"Oh, yes, you do. You are getting old. You should come to church and have your sins forgiven."

Uncle Henry—"Parson, I haven't got no sins."

Minister — "You haven't got no sins? Everybody has sins."

Uncle Henry — "No, Parson, I haven't got no sins."

Minister—"You hain't got no sins, how come?"

Uncle Henry—"Parson, old age took away most of them, and prohibition got the rest."

She Brought It On Herself

A well-dressed portly woman had boarded the train at the last minute, and inadvertently taken a seat in the car reserved for smokers.

In a few moments a man directly behind began filling his pipe, and shortly tobacco smoke pervaded the whole car.

"Sir," she announced in a stern voice, "smoking always makes me ill."

The offender puffed contentedly and at the same time replied: "It really does? Well, then, take my advice, madam, and give it up."

Tested

Bill—"They say brunettes have a sweeter disposition than blondes."

Ben—"Not in my wife's case. She's been both and I don't see any difference."—Capper's Weekly.

Moral: Avoid Proverbs

A Western chain store advertised as follows:—

"Apples, oranges, imported nuts, fruit cake. Come in now and avoid the rush. The early bird gets the worm."

Time to Laugh

Biffkins was suffering from liver trouble and the doctor told him that if he laughed fifteen minutes before each meal his condition would improve. One day in a restaurant while Biffkins was having his little laugh, a man at the opposite table walked over to him and said in an angry manner: "What the dickens are you laughing at?"

"Why, I am laughing for my liver," said Biffkins.

"Well, then, I guess I had better start laughing, too. I ordered mine half an hour ago!" — Magnolia Oil News.

She Wanted to be Entertained

Husband (arriving home late)—"Can't you guess where I've been?"

Wife—"I can; but go ahead and tell your story anyway."—The Pink Elephant.

Better Than a Cure

Doctor—"I can't cure your husband of talking in his sleep."

Wife—"But can't you give him something that would make him talk more distinctly, doctor?"

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JOURNAL MAIL BAG

Athletics and Character Building

Editor, Journal of Education:—

The eighteenth annual Boston Elementary School Track and Field Carnival was held at Technology Field, Cambridge, June 4, 8 and 11. All elementary schools of Boston were represented, over 5,000 boys competed.

The Sherwin School of the Roxbury District with an unusually powerful team won a decisive victory in these games. The Sherwin boys scored 83½ points to their credit, more than doubling the score of the second school, the Thomas N. Hart of South Boston, which scored 34½ points. This was the largest number of points scored by any team since the institution of these games eighteen years ago. Thirteen other schools figured in the scoring, registering from one to fourteen points. It was a landslide for the Sherwin.

The success attained by the boys was the result of hard work through many months of preparation. The track meet of 1926 found the team 1½ points short of victory and a determined purpose of success in 1927 was born then and there. The beginning of the present school year found the boys anxious to begin training for the school meet ten months away. Every new entrant to the school was catechised regarding his athletic ability and an opportunity given him of competing with some boy of known ability. In this way much good material was discovered.

At the very outset of spring room relay teams were formed. Every physically able boy was a member of his particular room team. These room teams averaged twenty-eight runners. At recess time and frequently during the noon hour room relays were conducted. The eighth grades competed one day, the sevenths the next and so on through the grades.

Needless to add that relay racing, passing and starting were subjects of conversation throughout the school. The boys couldn't help seeing the advantages of doing what they were told to do in their running.

These room races and their lessons were probably the main reasons for the wonderful showing of the teams in the relay carnival, where three first places and one second place were gained out of four races.

There are about 370 boys in the school.

When the playground season opened baseball was not the major attraction. Track seemed to draw all. Everyone worked hard to better his jump or his run of the previous practice. As the time for the carnival drew near, the athletic director had great difficulty in choosing the best for each event.

The faculty voted to provide running togs to the sixty boys selected. Beautiful white suits with a large blue S on the jersey were secured.

The school at large recognized the earnestness and thoroughness of the track teams' desire to win fame for the school, by turning out in large numbers on the day of the meet and cheering their representatives.

The sincerity of the boys in their training, their perseverance, loyalty, teamwork and above all their keen attention to good workmanship in their craft were the high lights of character which they acquired and which stood by them in their success.

William P. McDonough.
Submaster Sherwin School,
Boston.

Meetings To Be Held

AUGUST.

7-12: World Federation of Education Associations, Toronto, Canada.

SEPTEMBER.

6-9: Massachusetts State Normal School Teachers Association: Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Illinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City; Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

28-29: Council of Education of the State of New Jersey: J. Howard Hulsart, Dover, N. J.; Newark, N. J.

27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

29: Secondary School Examination Board: Francis L. Lavertu, Hill School, Pottstown, Pa., vicinity of Boston, Mass.

NOVEMBER.

2: National Committee for Mental Hygiene: Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

3-5: Iowa State Teachers Association: Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

Any book or supply house desiring the services of a representative for all or a part of New England please write to

Box 543, New London, Conn.

Answers to "What Is Your Professional I. Q.?"

[Questions are on page 28.]

121. Raymond M. Hughes, from Miami University, Oxford, Ohio, to Iowa Agricultural College at Ames.
Ralph D. Hetzel from New Hampshire University to State College, Pennsylvania.
Edwin M. Lewis from Massachusetts Agricultural College, Amherst, to New Hampshire University, Durham.
M. A. Nash, Oklahoma State Superintendent, to Oklahoma College for Women, Chickasha.
William M. Lewis from George Washington University, District of Columbia, to Lafayette College, Easton, Pennsylvania.
Roscoe W. Thatcher of Cornell University to Massachusetts Agricultural College, Amherst.
Cloyd H. Marvin to George Washington University.

122. General Pershing in a country school near LaClede, Missouri.

123. Thomas E. Thompson, Los Angeles, California, because his "Minimum Essentials" in Arithmetic and other subjects which Ginn and Company published when he was superintendent of Leominster, Massachusetts, are one of the greatest personal pedagogical achievements of the twentieth century.

124. Georges Clemenceau, "the Tiger," former Premier of France.

125. Elihu Root.

126. Governor Johnson of Oklahoma, who secured Legislative support for an appropriation of $3,000,000 State Aid for the Biennium to equalize the educational opportunities of the children, who secured hearty Legislative approval of the crusade for a Federal Department of Education with a Secretary of Education in the President's Cabinet.

127. Delaware Academy, Delhi, N.Y.

128. W. A. Evans, co-author of the Andress-Evans Health Series.

129. Professor Stephen M. Babcock in the creation of the Babcock cream testing scheme.

130. Daniel Webster, red swine.

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